Robert Gray Middle School
School Climate Handbook
Tier 1

Robert Gray Middle School Unified Goal: All students will feel connected to RGMS as a result of the combined, coordinated efforts of RGMS and SUNCS staff to implement the Guaranteed and Viable Curriculum initiative while increasing students' social intelligence, kindness and appropriate behaviors in an environment free of digital distraction during the 2019-20 school year. The goals and action steps of the PBIS TFI, AVID Site Team Plan, SUN Community School Annual Plan, and the Talented And Gifted Plan are coordinated to unify all practices and form the Continuous Achievement Plan (CAP). Multi-Tiered Systems of Support (MTSS) provides the overarching framework for tiered academic and behavioral practices and interventions.

2018-19

Table of Contents

School Climate

School climate includes CR-PBIS *Culturally-Responsive Positive Behavioral Interventions & Supports*, *Restorative Practices* with the lens of racial *Equity* and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.
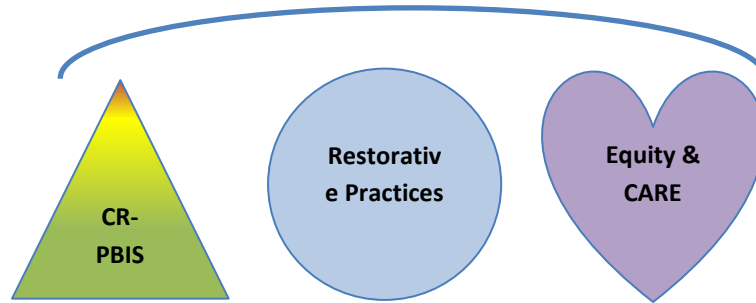
CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly teach what is expected
2. Actively acknowledge kids when they are following the expectations
3. Instructionally correct kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?
- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

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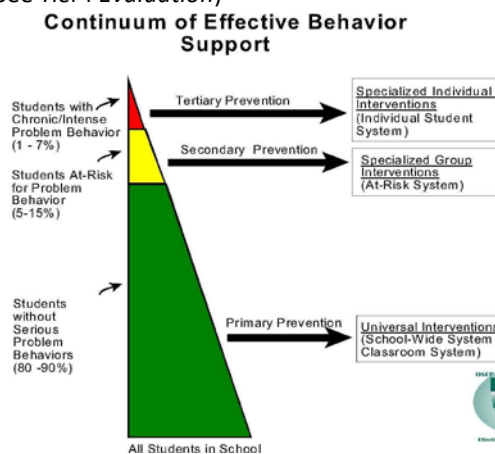
Restorative Practices

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:
- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

Equity/CARE

This handbook is intended to inform Robert Gray Middle School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline.

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

"Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future."
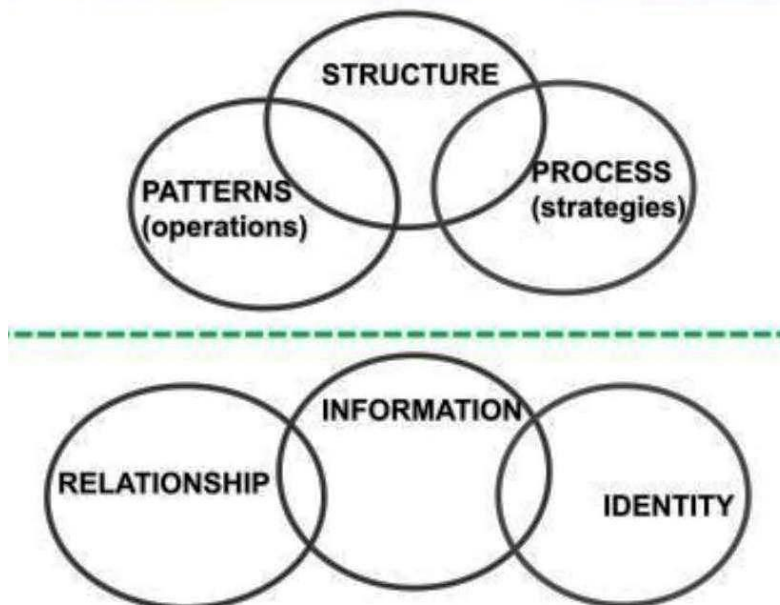
PBIS Team (Tier 1 Climate Team)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator Administrator	Jeff Waters	Minute Taker	Minute Taker
Family Member	Jason Horvat	Facilitator	Facilitator
Behavioral Expertise	Lisa Hyde	Facilitator	Facilitator
Coaching Expertise	Diana Collins	Facilitator	Facilitator
Knowledge of Academic & Behavioral Patterns	Jeramie Kaiser Andrea Hoffelt	Facilitator	Facilitator
Knowledge of School Operations/Programs	Amy Hardin	Facilitator	Facilitator
TAG Coordinator	Tanya Spring Peter Timmons	Facilitator	Facilitator
ENVoY Non-Verbal Classroom Management	Lisa Lammert	Facilitator	Facilitator

PBIS Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	Aug 23, 9:00 AM	114	Student Management, Culturally Relevant Management Student Climate Survey; Personal Electronic Device Ban PBIS Lessons first weeks
September	1st & 3rd Wed, 8:15 AM	123	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	1st & 3rd Wed, 8:15 AM	123	Academic, Attendance, Discipline Data Review PBIS Lesson planning
November	1st & 3rd Wed, 8:15 AM	123	Academic, Attendance, Discipline Data Review PBIS Lesson planning
December	1st & 3rd Wed, 8:15 AM	123	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
January	1st & 3rd Wed, 8:15 AM	217	Academic, Attendance, Discipline Data Review PBIS Lesson planning
February	1st & 3rd Wed, 8:15 AM	217	Academic, Attendance, Discipline Data Review PBIS Lesson planning
March	1st & 3rd Wed, 8:15 AM	217	Academic, Attendance, Discipline Data Review PBIS Lesson planning
April	1st & 3rd Wed, 8:15 AM	217	Academic, Attendance, Discipline Data Review PBIS Lesson planning
May	1st & 3rd Wed, 8:15 AM	217	Tiered Fidelity Inventory (TFI) Assessment & Action Plan

Meeting Agenda:

- All PBIS Team meetings are conducted using the TIPS format driven by the TFI Action Plan
- Monthly academic, attendance and discipline data review
- CR-PBIS School-wide Systems (assessing the effectiveness of our equity practices on school climate)
- Integration of Restorative Practices
- Tier 1 activities planning and preparation
- PBIS lesson plan creation and staff training

TIER I IMPLEMENTATION

Programmatic Supports for all Students

Schoolwide Values

- Be Respectful
- Be Responsible
- Be Safe

Posters are visible throughout the building to send a consistent message about what our school community values and what how it looks in the common spaces. This will help Robert Gray Middle School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input. These school values are important for the Robert Gray Middle School community, because these are the three things that help students be successful in life and be college and career ready.

These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Teaching Expectations

PBIS Lesson Plans for Character Development
PBIS Lesson Plans for Place Rules
PBIS Lesson Plans for Safety

Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 28, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 3-4, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 30-April 1, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Further training as indicated by Robert Gray Middle School data   **Ongoing video news messaging from staff and students about common area expectations.**   **PBIS character lessons**

Common Spaces Policies

AREA	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
All-School Rules	· Use kind words & actions · Be patient & polite · Respect others' personal space and property	· Use school-appropriate language and voice level · Take all necessary materials to class and be on time very day	· Be aware of your surroundings · Follow staff directions the first time they are given
Cafeteria	· Handle only your own food · Clean up your area & throw all trash away before leaving	· Turn lunch money in before first period · Place only food and plates in the microwave	· Enter and exit through propped and open doors only · Report spills to an adult
Gym & Locker Room	· Show good sportsmanship · Return equipment to designated area	· Use locker room lockers for clothes, regular locker for school supplies · Keep locker combination to yourself	· Use locker room only for changing into and out of PE clothing · Dress in PE clothes for class
Library	· Limit food/drink in the library to special occasions · Return materials on time	· Print only what is needed and get permission first · Bring a pass for library use during classes	· Push in chairs when leaving · Always walk
Halls	· Walk center tile single file during class time · Be very quiet during class time if working in the hall	· Sign in and out on the log sheet during class time when leaving for any reason	· Stay toward the right · Avoid doors that might open · Keep moving during passing time and go directly to class
Main Office	· Ask for permission to use the telephone	· Know your phone number and address · Know your parents' phone numbers	· Ask friends to wait outside the office · Use hand sanitizer before using the office phone
Bicycles Scooters Walking	· Ask for & receive permission before touching someone else's property · Yield to walkers	· Board only busses you have permission to be on · Bring a parent note before school for a bus pass	· Walk bikes, scooters, and skateboards on school grounds and sidewalks · Wear helmets · Lock bicycles
Bus Area	· Follow staff directions the first time they are given · Stay on school side of yellow line	· Follow all district bus rules · Let the office know immediately if you are going to be late for bus	· Walk around buses, not between · Look carefully before entering bus lanes or street
Playground	· Eat and drink in allowed areas · Clean up all trash · Return all equipment to playground staff	· Use supportive language when playing games · Solve conflicts positively · Let all students participate	· Stay within school boundaries and allowed play areas · Request adult assistance when needed
Computer Lab	· Keep food, drink & gum out of this area · Mind your own computer	· Print only what is needed · Report technical difficulties to the teacher	· Follow school Internet safety policies · Use internet productively & only for academic purposes
Assemblies & Special Events	· Focus on the presentation & listen attentively · Stay with your class throughout the event	· Sit quietly with feet on floor during presentations · Respond & applaud appropriately	· Wait for class dismissal instructions and follow them · Follow directions of presenters
Stairs	· Let others pass	· Take one stair at a time · Stay to the right	· Use banisters as handrails rather than slides

How to Treat Others: Avoid the 14 BIG NO-NOs

The BIG NO-NOs: (What upsets others)	Which Rule?
1. Not stopping when asked *(no means no) (results in bullying)*	*Be respectful*
2. Taking others' stuff *(results in chasing & running wild) (you might break it)*	*Be respectful*
3. Taking others' food *(germs!) (bad manners) (you contaminate their food)*	*Be respectful*
4. Talking behind people's backs *(causes drama & rumors)*	*Be respectful*
5. Screaming, shrieking *(signals an emergency) (very annoying)*	*Be respectful*
6. Calling names or nicknames *(gets old really fast) (often a put-down & not nice)*	*Be respectful*
7. Minding other people's business *(you are only in charge of you!)*	*Be respectful*
8. Spreading rumors *(causes confusion and fights) (ends friendships)*	*Be respectful*
9. Messing around with lockers *(easy way to get accused of theft) (causes students to be late to class)*	*Be responsible*
10. Running to lunch or inside during lunch *(causes stampedes) (not necessary)*	*Be safe*
11. Tripping or kicking *(ouch!) (causes injury & is mean) (not a single good reason to do it)*	*Be safe*
12. Chasing or being chased *(causes you to run wildly) (you can't be chased if you don't run)*	*Be safe*
13. Playing with doors *(they are heavy & can break or smash fingers or faces)*	*Be safe*
14. Horseplay with head, necks or privates *(dangerous!) (causes fights)*	*Be safe*

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to monitor their own behavior. RGMS uses Foundation funding to hire Education Assistants to provide extra support during our active, all-school lunchtime featuring Fuel Up to Play 60 tenets.
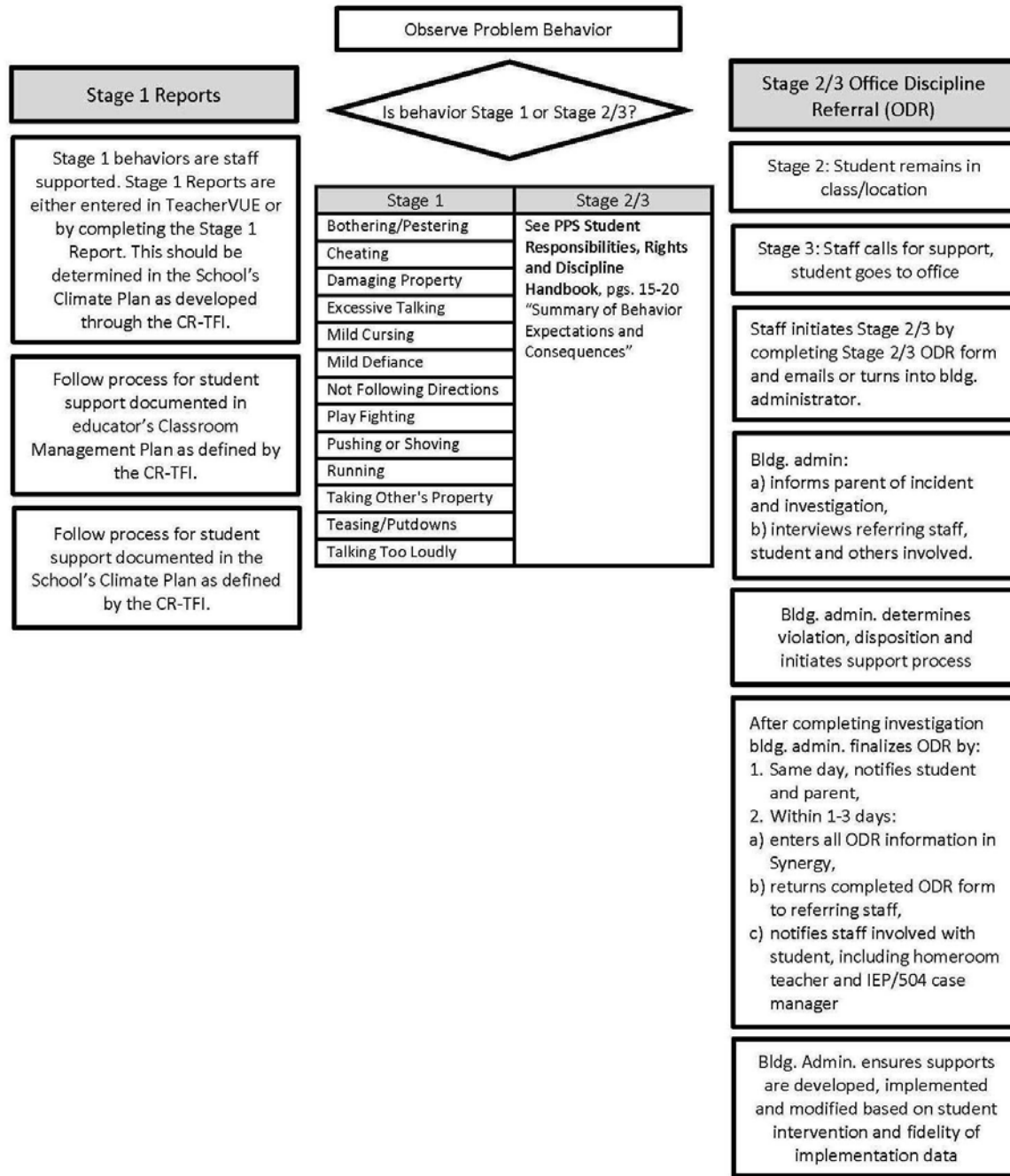
Discipline Policies

[Guide to Policies, Rules, and Procedures](#) on PPS Student Responsibilities, Rights, and Discipline
[Student Handbook & Calendar](#) for RGMS, complete copy
[Student Management & Discipline Forms](#) for RGMS

Discipline Responses & Consequences

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

PPS Discipline Due Process Flowchart

Observe Problem Behavior

Is behavior Stage 1 or Stage 2/3?

Stage 1 Reports

Stage 1 behaviors are staff supported. Stage 1 Reports are either entered in TeacherVUE or by completing the Stage 1 Report. This should be determined in the School's Climate Plan as developed through the CR-TFI.

Follow process for student support documented in educator's Classroom Management Plan as defined by the CR-TFI.

Follow process for student support documented in the School's Climate Plan as defined by the CR-TFI.

Stage 1	Stage 2/3
Bothering/Pestering	See PPS Student Responsibilities, Rights and Discipline Handbook, pgs. 15-20 "Summary of Behavior Expectations and Consequences"
Cheating	
Damaging Property	
Excessive Talking	
Mild Cursing	
Mild Defiance	
Not Following Directions	
Play Fighting	
Pushing or Shoving	
Running	
Taking Other's Property	
Teasing/Putdowns	
Talking Too Loudly	

Stage 2/3 Office Discipline Referral (ODR)

Stage 2: Student remains in class/location

Stage 3: Staff calls for support, student goes to office

Staff initiates Stage 2/3 by completing Stage 2/3 ODR form and emails or turns into bldg. administrator.

Bldg. admin:
a) informs parent of incident and investigation,
b) interviews referring staff, student and others involved.

Bldg. admin. determines violation, disposition and initiates support process

After completing investigation bldg. admin. finalizes ODR by:
1. Same day, notifies student and parent,
2. Within 1-3 days:
a) enters all ODR information in Synergy,
b) returns completed ODR form to referring staff,
c) notifies staff involved with student, including homeroom teacher and IEP/504 case manager

Bldg. Admin. ensures supports are developed, implemented and modified based on student intervention and fidelity of implementation data

Professional Development

Over the course of the year, staff PD explicitly addresses these five essential areas: teaching schoolwide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance, and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation: ● Teaching school values & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● Correcting fluently ● Review Discipline Flowchart & reporting ● Discuss use of Problem Solvers ● SIT flowchart ● Influence of race, culture and language on adult expectations and student behavior	PBIS Tier 1 Team
September	PBIS Student Lesson Review Culturally Responsive Classroom Management Plan review	PBIS Tier 1 Team
October	PBIS Student Lesson Review Appropriate uses of technology, digital citizenship lesson.	PBIS Tier 1 Team
November	PBIS Student Lesson Review Kindness	PBIS Tier 1 Team
December	PBIS Student Lesson Review Pay it forward kindness and community service lesson	PBIS Tier 1 Team
January	PBIS Student Lesson Review Growth Mindset lesson	PBIS Tier 1 Team
February	PBIS Student Lesson Review Recycling and lunch clean up lesson	PBIS Tier 1 Team
March	PBIS Student Lesson Review Equity lesson, stereotypes and assumptions.	PBIS Tier 1 Team
April	PBIS Student Lesson Review Sustainability & Earth Day Lesson	PBIS Tier 1 Team
May	Review of School Climate Plan/Staff Handbook for revisions	PBIS Tier 1 Team

Classroom Management Plan

Every teacher will have a classroom management plan established before school begins and refined as the unique aspects of each class emerge. A written copy is due to administration the day before Open House. PD time will be provided in the first two weeks of school. The Classroom Management Plan covers the essential features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, and correcting misbehaviors.

Most management can be handled in classrooms. Teachers are permitted to briefly place students in the hall while they are waiting to conference with the teacher when they are disruptive and redirection has not worked. Problem solver forms are used in most cases and are available on the RGMS website. Administrative staff are available for back-up to respond to student problems. Staff can call, email, text, send a helper, or use any other means to request assistance. Administration make a conscious effort to be easily and quickly available.

RGMS uses *ENVoY Nonverbal Classroom Management* to create a powerful environment of respect based on influence rather than power. Added to PBIS, ENVoY ensures that staff have specific microstrategies to get student attention, engage them in instruction, and ensure productivity in seatwork and assignments.

The RGMS framework of classroom management reflects the tenets of *Readiness and Emergency Management for Schools (REMS)*. Using this framework, teachers ensure their strategies are explicit and reflective.

Guest teachers based their actions on the *RGMS Substitute Handbook*.

Preparation

3 Rules: Be Respectful, Be Responsible, Be Safe
Classroom Rules Posted
Voice Level Poster
Electronics Poster
"I Can" Statements
Exit Directions
Student Groups Identified
Common Spaces Rules
Seating Chart
Quality Lesson Plans
Quality Assessments
Comprehensible Input
Differentiation

Prevention/Mitigation

4 Positives to 1 Negative
Classroom & Place Rules & Lessons
Reteach, Redo
Incentives
Influence vs. Power
Freeze Body, Frozen Hands
Yellow Light, Countdown
Traffic Cop Spot
ABOVE-Pause-whisper
Credible & Approachable
Exit Directions
Transitions
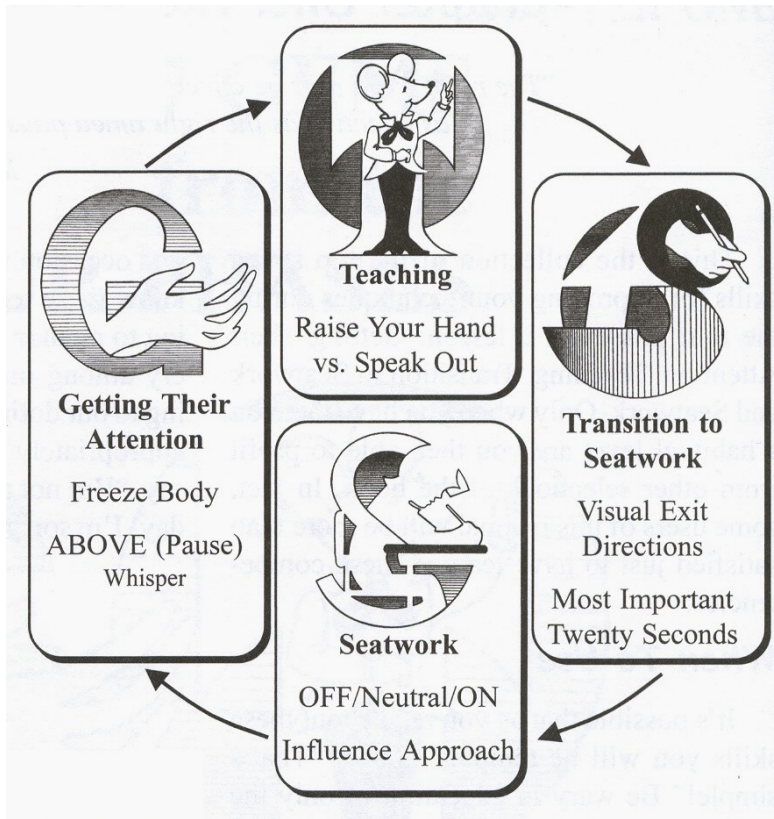Most Important Twenty Seconds

Recovery

Restorative Justice
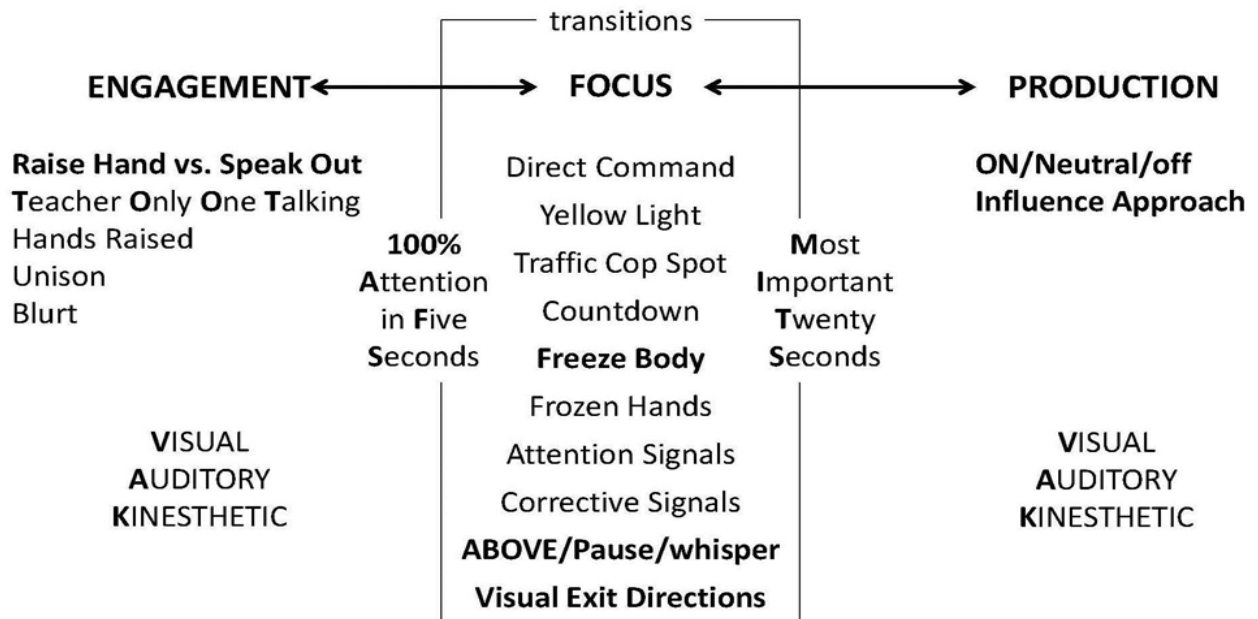Love & Logic
Amnesia
Break and Breathe

Response

4 Positives to 1 Negative
ON-Neutral-off
Influence vs. Power
Credible & Approachable
Redirect
Reframe
Most Important Twenty Seconds

Teaching

Raise Your Hand
vs. Speak Out

**Getting Their
Attention**

Freeze Body

ABOVE (Pause)
Whisper

**Transition to
Seatwork**

Visual Exit
Directions

Most Important
Twenty Seconds

Seatwork

OFF/Neutral/ON

Influence Approach

**INFLUENCE vs. POWER
GO VISUAL**

transitions

ENGAGEMENT ← → FOCUS ← → PRODUCTION

Raise Hand vs. Speak Out
Teacher **O**nly **O**ne **T**alking
Hands Raised
Unison
Blurt

VISUAL
AUDITORY
KINESTHETIC

**100%
A**ttention
in **F**ive
Seconds

Direct Command
Yellow Light
Traffic Cop Spot
Countdown
Freeze Body
Frozen Hands
Attention Signals
Corrective Signals
ABOVE/Pause/whisper
Visual Exit Directions

Most
Important
Twenty
Seconds

ON/Neutral/off
Influence Approach

**V**ISUAL
AUDITORY
KINESTHETIC

Feedback and Acknowledgment Systems

Research shows that when staff "catches" students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement "tickets": small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

School-wide Acknowledgement System:

Ka-Chings

- Paper tickets designed by students in a school-wide contest
- Given by any staff member for positive behaviors to students
- Redeemed at the Ka-Ching Store, which is open on Fridays at lunch
- Input is sought from students on desired activities and items and ordered by the PBIS Student Team
- Items are non-food, high-interest, solicited and collected from free sources if possible
- Teachers and staff create activity-based rewards, with certificates available at the Ka-Ching store
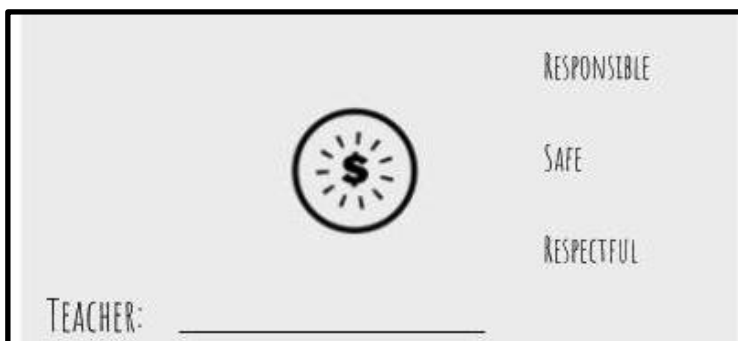
Schoolwide Celebrations

- Held up to five times per year
- Earned by the entire student body for specific, positive behaviors
- Students help set up the events and give input on activities

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Ka-Chings	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Ka-Ching Store	Fridays, Cafeteria	PBIS Student Team
Long term SW Celebrations	Schoolwide Celebrations	Entire School, 3x/year	PBIS Tier 1 Team
Continued Excellence Programs	Students of the Month	Biweekly community paper	Southwest News
	Honor Roll, Attendance	Posted, certificates	Main Office
	End of Year Awards	8th Grade Promotion Class Awards Assemblies	Staff

Faculty Involvement

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
Beginning of year	August 23, 2019	Grades/Attendance/Behavior from 2018-19
Quarter 1	November 19, 2019	Grades/Attendance/ Behavior Quarter 1
Quarter 2	February 4, 2020	Grades/Attendance/ Behavior Quarter 2
Quarter 3	April 164, 2020	Grades/Attendance/ Behavior Quarter 3

Plan for Family, Student and Community Involvement

RGMS School and Family Calendar

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

Tiered Fidelity Inventory

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores
- 2017-18: meets; fall 2018-19: meets; spring 2019: meets
- Collaborative work on TFI scores

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues
Completed three times a year (September, January, May) by all students (grades 6-8)

- Reviewed by PBIS Team and shared with staff, students and families.

- Used to monitor and adjust climate initiatives.

PBIS Tiered Fidelity Inventory: *Action Plan*